

Reading - Grade 10		
Item	Performance Indicator	Standard
1	Attends to another person demonstrating a procedure.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
2	Anticipates the beginning of a literacy activity.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
3	Responds to own name presented via any communicative modality.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
4	Attends to literacy materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
5	Previews/explores reading materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
6	Locates picture/object/symbol when named or signed.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
7	Identifies a variety of resources.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
8	Demonstrates understanding of difference between information resource and literature.	Standard 4: Students select, read., and respond to print and nonprint material for a variety of purposes.
9	Demonstrates an understanding/awareness of prior knowledge of concept.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
10	Identifies appropriate information resource to gain specific information.	Standard 4: Students select, read., and respond to print and nonprint material for a variety of purposes.
11	Indicates adaptations needed to understand text.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
12	Identifies words/pictures/symbols/objects that are new and unfamiliar.	Standard 2: Students apply a range of skills and strategies to read.
13	Selects literacy materials/books by character or topic.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
14	Indicates preference when offered a choice of books.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
15	Identifies word/picture/symbol/object used for content communication.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
16	Uses text features to move through text in appropriate sequence.	Standard 2: Students apply a range of skills and strategies to read.
17	Follows directions that contain prepositions.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
18	Uses auditory or visual scanning to maintain place.	Standard 2: Students apply a range of skills and strategies to read.
19	Displays knowledge of front/back, right side up, page turning, scanning, when exploring literacy material.	Standard 2: Students apply a range of skills and strategies to read.

20	Rereads to gain understanding (goes back a page, hits switch to rewind tape, etc.).	Standard 2: Students apply a range of skills and strategies to read.
21	Identifies the main idea of expository reading selection.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
22	Identifies words, pictures, symbols, objects used to name familiar people.	Standard 2: Students apply a range of skills and strategies to read.
23	Combines information from two or more sources.	Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.
24	Uses a picture/object to identify activity or item.	Standard 2: Students apply a range of skills and strategies to read.
25	Uses pictures/symbols/objects to communicate abstract meaning.	Standard 2: Students apply a range of skills and strategies to read.
26	Communicates an opinion.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.